RICE HUMANITIES
Center for Languages and Intercultural Communication

First Year Spanish I
SPAN 141 – Spring 2021

SECTION 001 MWF 8:30 – 9:25 am
SECTION 002 MWF 9:45 – 10:40 am
(Live sessions via Zoom)

Instructor: Claudia García-Rueda
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Office hours: By appointment and conducted via Zoom
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For news and important announcements from the CLIC, please follow us:

@clicrice

Prerequisite: No prior knowledge of Spanish OR placement by the Spanish Placement Test.

TEXTBOOK

Protagonistas, 2nd ed. Vista Higher Learning ISBN 978-1-68004-989-3.[1]

- Chapters 0 (*Unidad Preliminar*) through 5 of *Protagonistas* will be covered.
- Where to purchase it?
  - At the bookstore: ISBN: 9781680049893
  - Online through publisher: https://vistahigherlearning.com/school/rice
- You can find a user guide about how to set up an account and register for the class at https://support.vhlcentral.com/hc/en-us/categories/201891218-Student

COURSE DESCRIPTION AND OBJECTIVES

Span 141 is a 3-hour credit course designed as an introduction to the fundamentals of Spanish in the four skills; speaking, listening, reading, and writing. It is the first course in the Spanish language sequence where, through a student-centered, critical-thinking approach to language acquisition and

language analysis, students a) begin to construct a body of language; b) are introduced to some of the basic linguistic structures of Spanish; c) begin to develop interactional competence; d) start to become acquainted with some of the socio-cultural concepts and values of the Spanish-speaking word; and e) begin to develop a pragmatic knowledge of Spanish.

NOTE: The acquisition and mastering of effective communicational/interactional skills in an L2 constitute a complex task; it implies knowledge of the social and cultural values of the target language and the ability to produce speech acts (actions) that are appropriate for specific situations. This is something commonly not explored in first-year language courses. To close this gap, students in this course will analyze specific speech acts and common conversational practices to a) become aware of the different ways in which speakers of Spanish conceive each other; b) develop their critical understanding of the sociolinguistic and sociocultural aspects of language use; and c) understand how through language and language use speakers construct their identity and work collaboratively with others to co-construct meaning.

COURSE OUTCOMES: By the end of the semester, students should be able to do the following.

Listening:

- Understand familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly.
- Identify main ideas or relevant information from spoken or recorded basic Spanish.

Reading:

- Read and understand short, simple texts.
- Find specific, predictable information in simple everyday material such as advertisements and menus.

Speaking (interaction):

- Interact in a simple way provided that the other person talks slowly and clearly and is prepared to help.
- Handle short social exchanges.

Speaking (production):

- Introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she likes and things he/she has.
- Use familiar everyday expressions aimed at the satisfaction of needs of a concrete type.

Writing:

- Write short, simple notes and messages relating to matters in areas of immediate need.
- Compose short paragraphs, for example describing the place where they live.

Intercultural Learning:

- Compare and contrast their own culture through the analysis of the different Spanish-speaking cultures.
- Communicate with people in other communities and in various environments with cultural appropriateness.
- Develop critical awareness and understanding of cultural differences, similarities and ambiguities in relation to the Spanish-speaking world.

Interactional Learning:

- Use appropriate greetings and farewells that vary by social context.
- Identify moments of miscommunication and apply strategies to resolve problems in a conversation by asking for help from other speakers and offering help to other speakers as well.
- Participate and continue a conversation by asking follow-up questions.

ONLINE DELIVERY AND HEALTH STATEMENT

I acknowledge the seriousness of the global and national current situation in regards to the COVID-19 pandemic. Because of it, our course will be offered in an online delivery format. I ask for your cooperation and patience while we navigate through the semester and perhaps face unexpected challenges or changes. I will keep you informed and updated about any changes in our course and give you the time and input you need to understand those changes and continue your work with ease.
What you can do:

- Let me know if you're struggling with either technical, academic or personal issues that affect your performance in class.
- Feel free to share suggestions and feedback on online delivery.
- Remember and be engaging with students attending class through *Zoom.*
- Review online and *Zoom* etiquette available on *Canvas.*
- Follow your progress throughout the semester and reflect on ways to improve.

ATTENDANCE

- **All students who live four or fewer time zones away, are expected to attend every class synchronously via Zoom.** I will keep an attendance record and will schedule a meeting to specifically address course performance with students with more than 5 unexcused absences.
- **All students who are living where the time zone is >4 hrs** from the central time zone are expected to either attend class synchronously via Zoom or to work out in advance with the instructor a suitable solution for asynchronous attendance.
- **Punctuality is required.** Students are expected to arrive to class on time (e.g., within 5 minutes of start time). This is essential because links/docs posted in the Chat window and are only available to students who are present at the time the links are posted. Constant late

arrival to the scheduled virtual meetings and/or early departure will negatively affect your performance. Mainly, out of courtesy, avoid this type of interruption.

- **If you miss class,** it is *your* responsibility to catch up with what was covered that day. Class PowerPoints or handouts are uploaded to Canvas at the beginning of each class so you will have access to the material covered that day. See the topic name on the calendar and find the slides under Modules. Any important information will be posted on Canvas (Canvas - Announcements).
- **Make-ups:** Class Calendar will be made available on Canvas on the first day of class. If you know in advance that you will not be able to take an exam you must make arrangements with your instructor **prior** to the missed exam to take it. If you have an unforeseen emergency on the day of the exam, you must contact the instructor BEFORE you miss the scheduled time for the exam to make other arrangements. Make-ups will **only** be allowed if you contact the instructor ahead of time.

PARTICIPATION

As college-level students who made a choice to learn a language, **you are expected to come prepared** to class in order to engage as an active participant and collaborate to ensure a productive learning environment as described below.

Our **learning environment** is based on the following principles:

- **Collaborative learning:** A supportive and caring environment that fosters a sense of community. We teach and learn from each other.
- **Ownership of Learning:** You reflect on your own learning, class participation, and preparation.
- **Inclusion and cultural appreciation**: If there are topics that are controversial, and/or beyond your comfort zone, you are encouraged to engage with your peers and instructor with the utmost respect. This will enrich your cultural learning experience.

PARTICIPATION STATEMENT ABOUT ONLINE FORMAT

- Students are expected to be actively engaged in the classroom. Please keep your video camera on and microphone muted. Use the [chat, raise hand, unmute, etc.] when you have questions or would like to participate. Students needing an accommodation for using their camera or microphone should contact the instructor at the beginning of the semester to discuss and work out needed adjustments.
- In this course, students are expected to work in pairs and groups. Students should use Zoom breakouts, screen-share, Google docs, etc. if they need to view other students' work. Students should discuss with their teammates how to contribute to group work.

- Active engagement is an essential component of the learning process. Participation in online courses includes discussion within online forums and activities during the week in which the class is engaged with the same content. Students are expected to log into the course, monitor assignments, and engage as appropriate for the course.

PRIOR TO OUR CLASS VIA ZOOM:

- Set up your headsets, camera and microphones and to ensure that they are working properly.
- Be sure that your background is appropriate while sharing video, along with how their image is displayed to the rest of the class. Zoom has a 'change background' function and you can add the background you want.
- Keep your video on as much as possible so that everyone can see each other and make interactions as if we do in a physical classroom.
- Raise your hand if you want to speak.
- Mute your microphone unless you are speaking.
- Avoid side conversations that will distract you from the ongoing conversation.

THINGS TO DO

- You are prepared.
- You use as much Spanish as possible.
- You are proactive.
- You are an active listener.
- You participate in individual, small group, and/or whole class activities and discussions as much as possible and within the context of online instruction.

THINGS TO AVOID

- Not respecting online etiquette such as distracting or inappropriate Zoon visual or sound background.
- Turn off the video and leave the class or work on something else. You might be called to participate at any moment. If a student prefers to attend class with the video off, instructor should be notified by the second week of class and approve this specific request.
- Engaging in tasks (cooking, cleaning house, etc.) that distract you from the class.
- Attending class sitting in your bed or showing a bed where people are still sleeping.
- Cell phone or computer use for tasks not associated with class
- Side and off-topic conversations
- Attending class under the influence of substances
- Sleeping

* If not enough SPANISH conversation practice or participation or not following online etiquette is taking place in our Zoom sessions or forums outside class meetings, **the instructor may implement a participation grade.**

Any issues regarding this policy will be addressed individually. Be reminded, that any behavior considered disruptive or that does not contribute positively to the learning environment of the classroom will be sanctioned as stated in the **Student Code of Conduct**. Violations of the Code of Conduct will not be tolerated. http://www.students.rice.edu/students/Conduct.asp

TECHNOLOGY RESORCES

- Students need to have a working computer with a video camera, speaker and a microphone, and a working internet connection that allows them to be on video. Students should test their equipment before joining class. Undergraduate students should contact the Dean of Undergraduates if they have concerns about meeting this requirement. Graduate students should contact their department.
- If your computer/phone has no webcam/microphone, which are needed to complete some assignments, please let the instructor know as soon as possible and [contact the Dean of Undergraduates if you need to request support via the Access and Opportunity Portal (HTTPS://AOP.RICE.EDU/APPLICATION), contact your academic department if you are a graduate student, request to borrow one from the Digital Media Commons].

COMMUNICATION PLAN

- You can reach me via email at cg49@rice.edu. Office hours are conducted via Zoom. Please email me to make an appointment.

- Any important announcement will be posted on the "Announcements" section in Canvas.

- If a technological problem arises during class, I will try to reconnect and this could take a couple of minutes. Please be patient. Stay connected at least 10 minutes to give me time to reconnect. If I cannot connect, follow the calendar. Read and review the pages on your book that cover the topic of that day. Download the PowerPoint found under Modules. Any further instructions will be found under Announcements.

- Feedback on your assignments and course progress will be found in Canvas. More detailed live feedback and clarifications can be provided during office hours appointments.

- Supersite homework progress will be found in the VHL website.

PRIVACY AND CONFIDIALITY

In line with FERPA REQUIREMENTS, recorded classroom discussions involving students will be available only to students officially registered and enrolled in the class. If you have concerns about appearing on these recordings, please contact the instructor ahead of time.

GRADE DISTRIBUTION

WRITING, READING, & LISTENING	**60%**
Homework (Canvas)	5%
Supersite Homework (VHL website)	15%
Compositions (2)	10%
Written Exams (2)	30%

SPEAKING & LISTENING	**40%**
INTERACTIONAL	
Oral Exams/Role-plays (2)	20%
Language Consultant Visits (2)	10%
Native Speaker Conversation (1)	10%
TOTAL	**100%**

There is no final exam for this class.

The final grade will be calculated using the following distribution:

A+	99-100	B+	88-89	C+	78-79	D+	68-69
A	94-98	B	84-87	C	74-77	D	64-67
A-	90-93	B-	80-83	C-	70-73	D-	60-63

An average less than a 60 constitutes an F.

FINAL GRADE POLICY

Grades are posted on Canvas throughout the semester. Keep your returned graded materials for your records. Once the semester is over, that is on the last instruction day, **there is no further assignment or meeting intended to boost or change the grade**. Follow your grades and performance during the semester and verify your Canvas before the last week of class.

EXPLANATION OF COURSE REQUIREMENTS

1. Homework (5%): Students must review and study the material before each class meeting to be prepared for class discussion. There will be small assignments throughout the semester that will be announced in class or in Canvas. Students should follow the calendar to reinforce work done in class. Please, be aware that the calendar might change so **please check Canvas daily.** Any important announcement will be posted on the "Announcements" section on Canvas.

2. Supersite Homework (15%): Students will work with this online companion and digital platform from *VHL Central*. To complete each homework simply log on to the textbook's website: www.vhlcentral.com. The activities assigned represent extensive practice that will assist students to internalize the language. **Homework will need to be completed by the dates that appear in the VHL Supersite**. All assigned exercises will be reviewed at the end of each chapter. Late homework is accepted with a 5% reduction for each day it is late. As with any website, you might experience technical issues. Make sure you **report these issues to the VHL Technical Support not the instructor**. You can submit your request at https://support.vhlcentral.com/hc/en-us/requests/new

3. Compositions (10%): There will be 2 compositions that will formally assess your written communication abilities in Spanish. Please be aware that copying a text from the Internet, the use of any online translator or help from other persons is considered plagiarism. Spell checkers must be avoided too.

4. Exams (30%): There will be **2 written exams.** These will test your acquired knowledge of the material and competences covered in class such as reading, writing, and listening, cultural awareness and language analysis.

5. Oral Exams/Role-plays (20%): There will be **2 oral exams/role-plays** to be completed **in pairs**. The goal is for students to demonstrate their ability to establish a conversation or role play exercise in an "impromptu" situation using the grammar, vocabulary and conversation strategies covered during the semester. This activity should be an exercise in real communication in that it will involve their expression, interpretation, and negotiation of meaning-bearing information with a peer or the instructor.

6. Language Consultant Visits (10%): You will meet a Language Consultant virtually to practice conversation and pronunciation.

- You are expected to engage in **2 short interactions** (about 10 minutes) with a Language Consultant via Zoom. A completion grade will be given. These sessions will help your speaking and pronunciation abilities. It is your responsibility to check their calendar (see information about Language Consultants below).
- **You need to submit a critical self - reflection.** You will analyze the conversation and indicate specific conversational features/practices/strategies that made the interaction a successful one.
- Deadlines and guidelines will be posted on Canvas.

7. Conversation with a Native Speaker (10%): This conversation will be done at the end of the semester and has to be recorded. Guidelines will be posted on Canvas.

INFORMATION ABOUT LANGUAGE CONSULTANTS: CLIC offers language consultants free of charge to all language students. SPAN 141 students are encouraged to use this resource as often as possible either to consult about homework, to review material and ask questions, or simply for conversation practice.

Language Consultants will be available for conversations assignments via Zoom. Check the calendar for their schedule availability and Zoom information. Calendar will be posted on Canvas (Modules – Class Resources - Language Consultant Calendar) as soon as the appointment system is running (week 2-4). We strongly encourage students to visit language consultants beyond assignments as their support and assistance can be very useful.

POLICIES

LATE WORK POLICY

- Homework, Compositions, Language Consultant Visits, and Conversations (including any recording) will automatically get 10 pts or 10% deducted for each day late.
- Supersite VHL Homework will automatically get 5% deducted for being late.

HONOR CODE: ALL WORK IS BOUND BY THE HONOR CODE EXCEPT HOMEWORK.

INCLUSIVITY STATEMENT

In our classes, you will be asked to speak and write about yourself and your family and friends. We respect that our students have diverse identities, relationships, and family backgrounds, and we are committed to honoring these without assumptions or judgment. Because Spanish is a language that marks grammatical gender and number, and because our courses include assessments of your

grammatical competence, we invite you to dialogue with us on the appropriate gender and number markings for you and those you write about so that we may give you feedback accordingly.

CAMPUS RESOURCES

If you experience difficulties in this course, do not hesitate to consult me. There are resources on campus that can support you in your efforts to meet course requirements and overall a healthy and productive semester. If I suspect you need additional support, expect that I will express to you my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available.

Mental Health[2]: Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

Rice University provides cost-free mental health services through the **Wellbeing and Counselling Center** (https://wellbeing.rice.edu/rice-counseling-center) to help you manage personal challenges that threaten your personal or academic well-being.

In the event I suspect you need additional support, expect that I will express to you my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available.

Remember, getting help is a smart and courageous thing to do – for yourself and for your loved ones.

Center for Career Development: Offers programs, services and resources to guide you in pursuing your career goals. We equip you with the skills and confidence needed to discover your interests and navigate your career journey from college to graduation, and throughout your life.

Language Consultants: The Rice CLIC offers language consultants free of charge to all language students. You can use this resource as you see fit but keep in the mind the Honor Code limitations.

Disability Support Services: Any student with a documented disability seeking academic adjustments or accommodations is requested to speak with me during the first week of class. All such discussions will remain as confidential as possible. Students with disabilities will need to also contact Disability Support Services in the Allen Center.

If you have a documented disability that may affect academic performance, you should: 1) make sure this documentation is on file with Disability Resource Center (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need; and 2) contact me to discuss your accommodation needs.

Sexual Misconduct in Online Course Communities Rice's Sexual Misconduct Policy applies in all Rice online courses. Examples of sexual misconduct behavior in an online environment are text-based or image-based discussion posts of a sexual nature that are severely offensive or repetitive, unwelcome contact in or outside the course, etc. If you experience sexual misconduct in this course or outside of it, contact your instructor, and/or the Office of Sexual Violence Prevention and Title IX Support via email titleixsupport@rice.edu or call (713) 348-3311.

Title IX Responsible Employee Notification

Rice University cares about your wellbeing and safety. Rice encourages any student who has experienced an incident of harassment, pregnancy discrimination or gender discrimination or relationship, sexual, or other forms interpersonal violence to seek support from The SAFE Office.

At Rice University, unlawful discrimination in any form, including sexual misconduct, is prohibited under Rice Policy on Harassment and Sexual Harassment (Policy 830) and the Student Code of Conduct. As the instructor and a responsible employee, I am required by Title IX to disclose all incidents of non-consensual interpersonal behaviors to the Title IX Coordinator on campus. Although responsible employees are required to make this notification, it is the student's choice to pursue a formal complaint. The goal is to make sure that students are aware of the range of options available and have access to the resources when in need. For more information, please visit safe.rice.edu, titleixrice.edu, or email titleixsupport@rice.edu.

[1] Other materials such as authentic language data samples in written and audio/visual form will be made available in class and through CANVAS.

[2] As recommended by the Wellbeing Committee of the Student Association at Rice University Policies.